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ABSTRACT

With the concerns of off-campus students and faculty in mind, the Wyoming Academic Deans Council sponsored a conference to examine the issues of library services to these populations. Personnel from the Wyoming State Library and several public libraries also attended the 2-day conference. This document comprises the full text of six papers presented at the conference, concerns expressed by the librarians in discussion sessions, and a full action plan including needs/problems identified, a priority ranking, recommended actions, a designated person, and a time frame within which to accomplish the action. The papers presented are: (1) "Welcome, Librarians" (Lloyd Loftin); (2) "Perspective on Needs and Issues" (Sandra Donovan); (3) "U.W. (University of Wyoming) Long Range Planning for Extension" (Jean Johnson); (4) "Applied Technology in Telecommunications" (Tom Duncan); (5) "The State Library" (Helen Higby); and (6) "U.W. (University of Wyoming) Collections Development" (Paul Cors). A program and a list of participants, other interested persons, and speakers are included. (THC)

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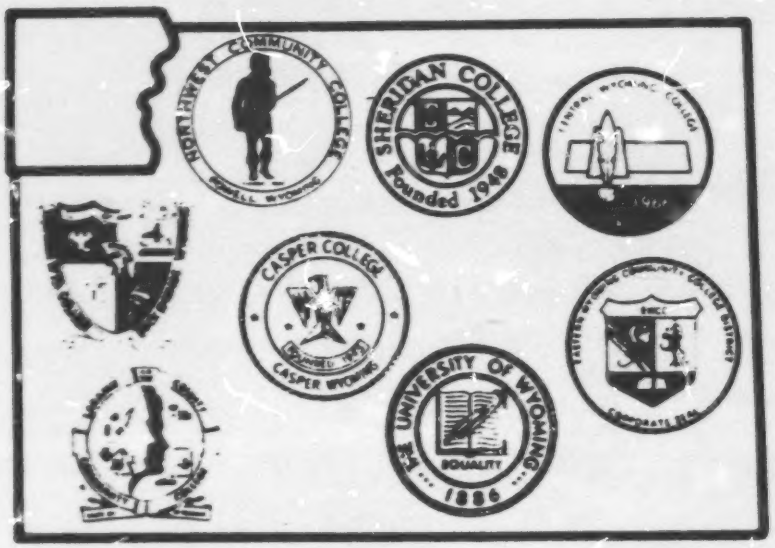
LIBRARY SERVICES TO OFF-CAMPUS STUDENTS

Articulation Conference
Casper College, November 10-11, 1983



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LIBRARY SERVICES TO OFF-CAMPUS STUDENTS

Articulation Conference Proceedings

November 10-11, 1983
Casper College, Casper, Wyoming

Edited by Jean Johnson

Laramie, Wyoming: University of Wyoming Libraries

Acknowledgment

On September 30, 1983, the Wyoming Academic Deans Council recommended priority funding for an Articulation Conference on "Library Services to Off-Campus Students." The recognition was most gratifying, since for several years librarians, faculty, and administrators at the Unversity and the community colleges have been concerned with the issues. The Conference, held at Casper College on November 10-11, also attracted the interest of the State Library and several public libraries, all of which enriched the proceedings as well as the emerging spirit of cooperation. I am personally grateful for the support of the state's academic deans, for the enthusiasm of the participants, for encouragement from Dr. Joyce Scott, U. W. Associate Vice President for Academic Affairs, and for the work of Professor Jean Johnson, U. W. Libraries' Head of Extension and Special Services, in planning and conducting the Conference.

Keith M. Cottam
Director of Libraries

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LIBRARY SERVICES TO OFF-CAMPUS STUDENTS

Articulation Conference Program
Casper College, November 10-11, 1983

THURSDAY

8:45 Registration - Administrative Building, Room 112

9:00 Welcome, Librarians - Lloyd Loftin, President of Casper College

9:10 Perspective on Needs and Issues - Sandra Donovan

9:30 Brief informal reports on local problems, opportunities, and resources (collections and services) from each community college and public librarian.

10:30 Break.

10:45 Special presentations:

Jean Johnson - U. W. Long Range Planning for Extension

Tom Duncan - Applied Technology in Telecommunications

Helen Higby - The State Library

Paul Cors - U. W. Collections Development

12:30 Lunch.

2:00 Break-out sessions for determining specific problems (nominal groups).

3:45 Break.

4:00 Reconvene - list problems and opportunities, discuss, poll group on priorities.

5:00 Have a nice evening.

FRIDAY

9:00 Formulate Action Plan.

12:00 Adjourn.

WELCOME, LIBRARIANS

November 10, 1983

Lloyd Loftin

I want to first of all welcome each of you to the campus of Casper College. We are always happy when we can host a meeting of professionals from anywhere, but particularly those from our sister institutions.

Historically, the community college sprang from public schools as a two year extension. As with a biological offspring, the community college carried with it many of the traits of its forebearers. In the early years of any community college, there was the stigma of being "high schoolish." The courts, looking at this new thing, the community college and its origins, set new precedents for the college such as in loco parentis obligations. Most community colleges of the early years had to fight to establish a college atmosphere and break away from the high school image.

As we look back here at Casper College to our development as an institution, we have searched for the breaking point where we gained the stature of an institution of higher education. All of the "old timers" agree that the building and subsequent use of the Goodstein Foundation Library was our turning point. That library, not just the building, gave a collegial atmosphere to the entire college. Not just the building, because the comprehensive holdings of the library and particularly the professional staff changed a library into an academic library, and there is a hell of a difference.

I recall a librarian in a college visited by a North Central evaluation team. She stated that the collection was good and complete and everything was generally fine except that students and faculty would remove her books

from the shelves, which certainly did disturb the order and general appearance of her library. How disturbing and disruptive that students would want to use the library.

On any collegiate campus the library should be the hub of all academic endeavor. The grease that keeps the hub moving is a combination of faculty, holdings and staff.

A library is useless unless the faculty consciously contrives instructional methods that force students to find solutions in the library. If instructors find such methods, many students find the library to be a joy, a sanctuary, and an escape.

The holdings too many times are things to count and keep dusted and in neat rows. I visited a library in Arkansas several years ago where 12 of the first 15 books I selected at random had copyright dates of 1924 or before and only two had been checked out in the last two years. Are the holdings of the library alive, current, and active, or are they merely lined up in a neatly manicured mausoleum for dead publications?

The professional staff of the academic library is to me the most important in this whole scheme of things. These people must make the library and its resources indispensible to the teaching-learning process. They must woo the instructor and teach them that the library is an essential teaching tool. They must help convince the student that the library is essential in the learning process. They must make the library attractive, almost seductive but not necessarily neat, so it is inviting even to the skeptic. This is your job. It is not a passive position on campus, but an active position. Not reactive, but proactive. These are my views on the library. These views are not those of a trained librarian, but those of a long-time observer of libraries.

Make use of these sessions together to pick each other's brains, to find out what has been successful, to see if it might work for you. I feel you are the center of the academic universe, so let's act like it.

I wish you a very successful and profitable meeting. You all are always welcome to this campus. Again, welcome to Casper College.

PERSPECTIVE ON NEEDS AND ISSUES

Sandra Donovan

(Note: This presentation was prepared after discussion with the other community college librarians. In particular, Deborah Iverson, of Sheridan College, was a major contributor.)

Those of us from the community college libraries commend the University of Wyoming librarians for their recent efforts to improve communication between the University and the community colleges, as well as between the University and its extension faculty. We are particularly grateful for the creation of an extension services office. We're already seeing some positive results from Jean Johnson's efforts.

As we all know, the University's increasing efforts to meet extension students' needs has had a tremendous effect on many of the community colleges, especially their libraries. Because effective communication is essential for everyone concerned, I want to address this issue with particular attention to three areas: first, the people involved; second, the concerns of community college librarians; and, third, some recommendations.

Those benefiting from U.W. services are the students and instructors in extension classes, non-institutional personnel in each locale (for example, extension staff in agricultural substations), and to a much lesser extent students doing clinical study at the Family Practice Centers.

CONCERNS/ISSUES

The primary issue is a lack of communication between the University and the community colleges with regard to extension courses being offered in our communities. We usually receive limited information from a published brochure or flyer a week or two before registration.

Lack of communication between community colleges and extension instructors is a second concern. Extension faculty do not always understand that community college resources, staffing, and hours do not--and cannot--equate with those of the University.

Third, the community college libraries do not have the budgets to support book, periodical, or audiovisual purchases for junior, senior, and graduate level courses. To put this in perspective, the $12,000 materials budget recently allotted by the U.W. Libraries for extension is more than the current book budgets of two of the community college libraries. We seek to provide quality service to all our patrons including U.W. students, but all too frequently our collections do not have the depth or breadth necessary to support upper level courses.

U.W. personnel do not always know what university services are available to them. For example, extension faculty have access to U.W.'s audiovisual collection, but they are not always aware of that.

In some communities students enrolled in correspondence courses do not always have local access to materials recommended in bibliographies.

RECOMMENDATIONS/NEEDS

The University of Wyoming Libraries and the community college libraries should be provided with extended advance notice of extension courses to be taught.

In addition, if community college librarians are provided a list of instructors scheduled to teach extension courses in the community, we could then arrange orientation sessions about our collections and services.

University of Wyoming faculty and administrators need to plan information and resource support for extension courses. This planning should be coordinated with local site personnel. Resource support should include

provision of adequate book, journal, and audiovisual materials or funds to purchase them.

The University of Wyoming Libraries should consider offering free interlibrary loans, film use, and reference (research) support for their off-campus students and staff (locally hired instructors as well as staff members at installations such as the agricultural substations). This support would be readily available to them if they were located in Laramie. Where this support is already available, it needs to be publicized.

If extension collections are to be maintained at local sites, hours should be extended and hours publicized; an alternative would be to relocate the collection to a public or academic library. In Cheyenne, at least, the majority of students enrolled in extension courses work during the day; thus, access to an 8:00 to 5:00 collection is limited. The academic libraries, and probably the local public libraries, need to be kept aware of the book and journal holdings of the extension collections so we may more knowledgeably refer students.

Finally, I'm looking forward to working more closely with the University librarians, extension faculty, and other community college librarians to better serve our students' needs.

U. W. LONG RANGE PLANNING FOR EXTENSION

Jean Johnson

The University has been offering selected extension courses throughout the state for many years, but it wasn't until 1975 that the University Study Subcommittee of the 43rd Wyoming Legislature directed in its report that "The granting of University of Wyoming baccaluareate degrees should be possible off campus through cooperation with the community college system." As a result, the University has developed a flexible delivery model for extended degree programs around the state.

Basically, the model is premised on the conclusion that no extended degree programs in Wyoming should be permanently establised at a particular site because of the limited population base and the shifting demands of our mobile population. The University, therefore, has attempted to establish lock-step degree programs with pre-determined initiation and termination dates. This means that a given extended degree program may be in a community for as much as 6-7 years until the needs have been satisfied and then may be shifted to another community. In its place, another degree program may be implemented, or there may be a fallow period of 1-2 years where no organized extended degree programs are offered. The University has made a commitment to extended degree programs and includes it among the highest of its planning and budgeting priorities for the coming years.

With the formation of the U.W.-Casper Academic Program and its library, the University Libraries began to slowly develop some commitment to off-campus library services to that community; however, other than allowing faculty to check out books on their own library cards from the Laramie campus and then take them to the communities where they taught classes, there

was no real effort made to provide library services to students around the state. Extension was discussed on different occasions within the Libraries when budget planning occurred, but, unfortunately, when projects or services by the Libraries were prioritized, campus needs always became the higher priorities.

A series of events has changed the University Libraries' priority concerning extension. Off-campus library services have become a national concern, and last fall Joy Werlink, the former U.W.-Casper Librarian, and I attended the first Off-Campus Library Services Conference which was held in St. Louis. (A second conference is being planned for 1985.) Then on January 1 of this year I started a six months sabbatical leave with the main emphasis of my research focused on off-campus library services. Finally, in June, Keith Cottam became the new Director of Libraries. Whenever a new director begins in a library, there are always changes, and after much discussion with Keith, it was decided that my responsibilities would change when I completed my sabbatical. On July 1 I became the Head of Extension and Special Services.

There are approximately 10,000 off-campus students in Wyoming, with some 6,500 involved in extension and external degree programs and another 3,000-3,500 enrolled in correspondence study. The students are taught by U.W. faculty, accredited community college faculty, and other local persons who are approved by the University to teach U.W. courses. While most of the extension and external degree students live in or near communities where a community college is located, there are quite a few who live in communities where courses are taught that have only public libraries, some of which are very small.

As I mentioned earlier, in the past, faculty who needed materials for their students beyond what local libraries could provide would check them out from a University library and carry them to class. One of the major things we have tried to do since I became Head of Extension and Special Services is to learn from the faculty what materials are needed for a class, obtain them through purchase or check-out from U.W., and place them in a local library for the semester needed.

The aforementioned is just one step that the U.W. Libraries is endeavoring to take to plan a practical, workable, and long-range program for off-campus library services in Wyoming. Let me review for you some general concepts involved in planning for such a program, and then go over some of the details of what we have done thus far.

Extension Services Planning

To begin with, an analysis of our situation, both historical and the present, must be made to help us understand why we are where we are now. This might require surveys, descriptive studies, and site visits. The various methods of review and analysis might be done at the very beginning of program planning, but segments might also be done concurrently as planning and program implementation progresses, such as in the case of ongoing studies and surveys.

Against the backdrop of a sound situational analysis, we intend to carry out program development through five additional steps:

1. Recognition of Needs: What needs are readily apparent? What are suspected needs and how do we identify and confirm them? How do we "surface" or "reveal" needs? ONLY when needs are identified and defined, may we purposefully design and plan our program.

2. Analysis of the needs: What are the influences, resources, constraints, or problems surrounding them?

3. Development of goals and objectives: What should they be, including the methods, materials, activities or actions, evaluation measures, and data collection techniques required to meet them? This will be represented in a program statement and an action plan.

4. Delivery of program based on the needs assessment, needs analysis, goals and objectives, and action plan.

5. Evaluation and diagnosis: What does the collected data tell us? What is the assessment of gaps, weaknesses and strengths? What decisions should be made regarding revisions or other changes?

Following these five steps as a guide, I have endeavored to work in several areas where I think there is an immediate planning and development need. I anticipate your support and look forward to your suggestions during the two days of the Articulation Conference, all of which should help us flesh out our planning and promote worthwhile program development.

What have we done thus far?

1. Recognition of needs:

One of the first things that I did was to carry out a partial reconnaissance of the state in August. I met with most of the community college librarians and two of the academic deans, and I also conferred with several of the Campbell County Public Library staff. Gillette is, of course, the major community in Campbell County and a location for extended degree programs, but there is no community college located there. In Gillette as elsewhere we discussed a number of important points:

a. Sites or locations: Where and what courses are offered and/or planned?

b. Students: What are their demographic characteristics, status, etc.? What can be done in the community college library situation where it is frequently difficult to distinguish between the U.W. student and the community college student?

c. Resources: What library resources and faculty are available, both locally and statewide?

d. Interlibrary loan: What are the needs and demands, and what resources are available? And along with ILL needs, what about ILL protocols? Should U.W. students be allowed to come directly to U.W. for their needs? What about the copyright issue? Can we justify photocopying materials for U.W. students when the local library has exceeded its yearly copyright quota on a particular journal?

Along with reconnaissance visits in the state, a study or inventory must be made on the Laramie campus of available extended degree programs. Who is responsible for them? We must understand the role of the School of Extended Studies and how it relates to such programs as the elementary education degree or the nursing degree.

As this information is gathered it would be logical to map the major locations of the programs as well as other sites where courses are offered in order to fully understand the scope and implications of U.W.'s extended degree program and extension offerings.

Keith Miller and I have applied for a Council on Library Resources Faculty/Librarian Cooperative Research Grant in order to carry out an exploratory foundation study which will lead to the development of hypotheses concerning library resources and services necessary to meet student needs within traditional and nontraditional academic settings. We currently identify three student population groups:

* Non-traditional Adult Learners enrolled in the University of Wyoming-Casper Academic Program. These students are characterized as older, employed (usually), married (usually), site-bound, enrolled part-time, and enrolled evenings and Saturdays.

* Non-traditional Adult Learners enrolled in courses remote from the University campus or the academic program in Casper. These students have similar characteristics as above.

* University Campus Students (Laramie)

It has been pointed out to me that there may also be a non-traditional adult learner group in Laramie. If there is, we may also want to include them in our study. Whether we have three groups or four, we want to determine the differences between the groups as well as commonalities, if any, among the non-traditional groups. The potential of this study and others in understanding the needs of off-campus students is tremendous.

2. Analysis of the needs:

Thus far we have not done a great deal in this area; however, in the area of resources, if I learn of a course being offered in a community that has an assigned reading list, I endeavor to get the needed materials to the local library. I have a budget allocation for the purpose of purchasing materials for use by students and faculty off-campus. The major problem, of course, is lead time. At least a month is needed to obtain materials, and if I don't see the reading list until after the class has begun, the only alternative is to check out materials from one of the campus libraries. This is not the best alternative if the course is also being taught on campus at the same time.

With the cooperation of Extended Studies, I have arranged to receive a copy of the course approval form, and based on that I can send a letter to the instructor offering the assistance and services of the U.W. Libraries and the local library.

3. Development of goals and objectives, including the methods, materials, activities or actions required to meet them:

I just mentioned one way that we are attempting to get needed materials out to the students in the state. We have also added an in-WATS line to the Reference Department in Coe. This toll-free line is for students, faculty, and librarians in the state to use in seeking information that cannot be provided in the local library community. While the line comes into Reference, calls can be transferred to any other department within the Libraries.

Thus far, the only people who know about the WATS line are the faculty who have received my letter offering library assistance for next semester, and a few public librarians. We want to give more publicity about both the WATS line and what services and resources the local and the U.W. libraries can provide for students and faculty. Some of the methods we might use are publicity in U.W. course offerings brochures, special U.W. Libraries brochures, news releases, TV and radio spots, posters, and "bookmarks." Work with the local U.W. field representative and the School of Extended Studies is also important.

Whether the statewide, automated circulation system can be of help in getting materials to the communities where needed and handling reserves are questions that need to be answered.

Understandably, very little has been done yet in relation to points 4 and 5, that is, the delivery and evaluation of the programs. As we progress through this year and into next year we should have institutionalized our planning and some programs.

APPLIED TECHNOLOGY IN TELECOMMUNICATIONS

Tom Duncan

It is much easier to identify technology in telecommunications than it is to find a form of telecommunication that uses no technology.

Time is distance. We often consider distance in terms of how long it takes to get there. Human beings also have a tendency to modify their concept of distance according to familiarity with the distant place, particularly when the distance is great, and according to how often they travel to that place. Distance can be either physical.....or it can be cultural.

Distance and time take on completely different values if we have the ability to communicate. In this sense, we can almost say that communication is travel. The ability to exchange, or better yet, "share" information at a distance, can often do away with the need for travel.

Historically, man has set himself apart from the animal kingdom by identifying his communication abilities which he considers to be more advanced. Some say that man has a proven ability to communicate through time and space. Although animals communicate through time, such as when an animal uses some method to mark out his established territory, the element of space is often limited by the need for direct visual or aural contact before communication can take place.

Man's efforts to improve communication through technology have consisted of innovations which resulted in the ability to share more information over greater distance with better efficiency that would last longer. Time and efficiency are the elements most often identified in library science, although they masquerade as organization and retrieval. As time

goes on, distance will become more and more prominent, not only for libraries, but for users as well.

Most communication innovations tend to assume functions previously performed by earlier systems. Often, the then-displaced earlier system later assumes a more specialized role. Reading and writing, for example, are no longer a means of social and philosophical control practiced by an elite group. Telegrams still provide a means of written communication for those who have no access to other media with similar characteristics or those who simply happen to prefer sending telegrams.

Radio has changed from the concept of a station which would broadcast something for nearly everyone, sometime during the day, to the concept of a more specialized service. Television seems to be moving in the same direction as stations proliferate (there are now three television stations in the Lander-Riverton area, for example) and as technology provides other television alternatives to station viewing.

The medium of television now has more uses than ever before. Many of these uses are actually closer to early television expectations which perceived the medium as a means of cultural enhancement. Television has survived its wandering sojourn through the vast wasteland to become a means of interactive entertainment (i.e., video games), as well as an interactive computer link. In short, it is now a more participative medium. We all know of television screens in use which will never receive a station signal.

The current decade is still fairly new. Yet, satellite earth stations are sprouting like inverted giant mushrooms on Wyoming ranches and in back yards. The personal computer is becoming more common, following the refri-

gerator, the television set, the microwave oven, and the digital watch into Wyoming households.

Satellite earth stations and personal computers followed a previously established pattern in that they duplicated functions already in use, somewhere. Their arrival changed family and individual living patterns. In time, their function will also change, as did the function of earlier innovations.

The refrigerator changed our marketing habits and our diet. The television set changed entertainment patterns. The microwave oven modified kitchen organization and meal planning, although it took time before we really knew what a microwave oven could do. Digital watches can now be bought for less than five dollars.....much less than the value of the dollar which would buy a dollar watch. Cheap digital watches keep better time than their cheap analog counterparts.

Satellite earth stations and personal computers are at an early stage of development. Already, consumer prices are beginning to plummet. As has often happened in the past, once technology has come up with an innovation, we are not always quite sure what to do with it. Radio existed long before the concept of a radio program. Its first application was as a wireless telegraph. Television was generally limited to showing us "programs" until recently. Satellite earth stations, known as TVRO's (Television Receive Only), really do not provide much more than was previously available in a large urban area, although the idea of an all-news television service is relatively recent. As far as personal computers would be concerned, we still do not know what can be done with them because the hardware development is somewhat ahead of the software development, and some of us are just not willing to spend sufficient time to learn just what they can do for us.

A visit to any large library shows how innovations have entered a field which stayed the same for a long time. As you all know, library functions have changed considerably during the past decade or two. This has provoked numerous heated discussions concerning just what a library's functions should be. Should a library be limited to traditional functions of information storage and retrieval, or should it encompass all aspects of information management? Should the concept of information management include non-print media such as audiovisual material? Should library functions be determined by librarians or by administrators?

As time goes on, libraries will undoubtedly continue to provide the traditional services. Distance may become less of a problem as technology develops a more economical means of interactive communication using the satellite earth station concept, a concept which is not distance sensitive. However, as long as we retain earlier practices, our activities will be limited.

We still have a number of sacred cows which limit our potential and use available resources inefficiently. One of these sacred cows is the idea of a personal copy of written material for everyone. Photocopy machines are no more to blame for this situation than is Gutenberg. Although production technology has changed dramatically, the final delivery process is still comparatively primitive. We still carry home a photocopy.

Newspaper production is another example of advanced technology, but your daily newspaper arrives at your residence the same way it did when I delivered the Casper Tribune-Herald, or even when our great-grandfathers delivered the Boomerang, Clipper, Miner, Enterprise, or Times. Never having delivered papers on todays ubiquitous 10-speed bike, I could not relate the advantages over the cumbersome balloon-tire model based on per-

sonal experience. But, with all its weight, the latter was preferable to walking most of the time. Consequently, we can admit to some improvement in distribution technology.

The time will soon come when personal copies will be obtained through some sort of interactive telecommunication system, possibly through the local or regional library, and be printed at home on a paper which could be reused much as we "erase" and reuse an audio cassette. Books and other printed information might well be obtained in the same manner.

Facsimile transmission of newspapers is nothing new. It has been possible by short-wave radio since the early 1940's. Various countries have experimented with the process through the use of an FM radio signal.

Improvements in the areas of data storage and retrieval have made it possible for us to manage greater quantities of information. Unfortunately, we do not tend to be as selective as we once were and end up retaining material of mediocre or less quality.

Microfilm and photocopy machines have decreased the amount of damage to materials and have made them more reasonable to obtain, in some cases. Microfilm stores the equivalent of 700 pages of newspaper in about half the space occupied by a typical dictionary in paperback form. Microfiche holds more information in even less space. The videodisc can store the equivalent of 54,000 pages on a disc the size of a phonograph record.

Prospects of innovations to come before the end of the century are really exciting. A library might be evaluated according to its ability to obtain information from other storage systems rather than according to the number of volumes it contains. The important factor, of course, would be the cost of obtaining that information from external systems.

On the other hand, libraries may turn more to videodiscs which are relatively inexpensive, if mass produced. A disc can be copied and packaged for a cost of less than two dollars, which indicates why publishers are so interested in this medium.

Ultimately, who knows what the silicon chip may bring?

There is one medium which deserves special attention because of its potential, and that is television's teletext. Teletext is also called videotext and is often written or pronounced without the final "t," resulting in "teletex" or "videotex."

In general, videotex is a term which describes computerized information systems made available through a mass media channel. Videotex often uses color and graphics which results in an attractive image, even considering the limitations of television image definition. It is also easy to use, although interaction is currently somewhat limited. Videotex has been in use in Western Europe for several years but its use here has been limited largely to experimentation.

Early videotex systems were made available through cable television systems, but any form of television transmission can be used. Videotex is multiplexed into unused portions of the analog television signal and special circuitry is needed to display the information. It is a technique similar, in principle, to stereo FM broadcasting in that one channel is transmitted through a subcarrier and arrives to your home receiver by "piggy-back" where it is later separated. Videotex does not interfere with whatever program is being broadcast or sent at the same time. Viewers use a control device to switch back and forth between videotex and program as they wish.

Videotex is similar to freeze-frame or slow-scan television in that the set holds a transmitted page (i.e., a screen full of characters or low-definition images) as long as the user wishes. Most systems are limited to a few hundred pages (considering the capacity of the screen to be one page) because it takes around 25 seconds, in most systems, to transmit a 100-page cycle. A requested page does not appear until it arrives in its normal sequence. The sequence is variable, however, in terms of how it may be programmed, so that an index page might be sent every three or four seconds and the user would only have to wait that long before the index page appears.

There are numerous questions regarding videotex, such as who would pay for the service and could such a service be supported by advertising. If videotex users have access to an index, would the advertising also be indexed because of the limited amount of information available on a screen? If it were indexed, would the users avoid it, or would they use the available material as they would use a magazine, starting at the first page and moving sequentially onward?

Perhaps videotex would be a service assumed by libraries in cooperation with a broadcast or cable television station.

Don't expect to see videotex in use for a few years yet. Several projections say that less than nine per cent of America's households will have videotex-capable sets by 1990 when such sets might represent only about ten percent of annual television sales.

There may be a time when you, through your television set and with help from your personal computer, will be able to access any major state library at minimal cost, at any hour, and obtain any information that you would be able to obtain in any library in the country.....or the world.

THE STATE LIBRARY

Helen Higby

In answer to the question: "What is the State Library and why is it included in a seminar on off-campus library services?" I would like to quote from the Wyoming Statutes. The State Library Agency

> "shall have the responsibility for extension and development of services throughout the state and shall supervise and superintend the expenditures of monies provided for statwide library services and such federal funds as may be allocated to the state for said purposes."

Before I go on, I would like to make two comments on this piece of enabling legislation. First of all, it charges the State Library with a very broad responsibility; at least in concept. A reality that must be superimposed is the amount of money that is allocated to carry out this far-reaching charge. The State Library does not have unlimited funds.

Secondly, and this point also relates to money, some federal funds allocated to the State Library through the Library Services and Construction Act (LSCA) are intended by Congress to be expended on "inter-library cooperation." This may have implications for this group in the future, so you need to be aware of it. But at the moment the State Legislature insists that essentially all LSCA funds be used for the operation of the State Library. Furthermore, for the last two years President Reagan has recommended in his budget a zero funding level for LSCA.

Having noted that the State Library does operate with very real financial constraints, let me emphasize that we are vitally concerned about any "extension and development of library service throughout the state." By statute that is one of our main reasons for existing. In a conference such as this it is critical that we be involved in planning, not only so that we

can continue to be informed about what is developing, but more importantly from your point of view, so that you can tap the resources, both human and material, which are available from the State Library.

At this point I would like to highlight for you some of those resources.

CIRCULATION DEPARTMENT

Some of the most visible and tangible services of the State Library fall within the domain of the Circulation Department. As you may know the State Library is in the process of setting up a statewide, automated circulation and interlibrary loan system. The contract has been signed with the vendor, and it stipulates that the system will be functional by early March of 1984. In essence it will link all of the libraries of the state, make their holdings known to each other, and permit interlibrary loan requests to be transmitted electronically among the various libraries.

The Circulation Department also publishes a union list of books on microfiche. Since 1977 the libraries of Wyoming have been reporting their acquisitions to the State Library. From those reports we have generated a list of holdings which is scheduled for production on December 2, 1983.

REFERENCE AND INTERLIBRARY LOAN

Reference and Interlibrary Loan performs several vital functions for Wyoming's libraries. In the first place it provides a back-up collection for all tax-supported libraries in the state. Second, through the Wyoming book list, it provides in-state locations for books not at the Wyoming State Library. Third, through OCLC, it provides out-of-state locations for books not available in Wyoming. Fourth, it serves as a back-up reference service for the tax-supported libraries in the state.

ACQUSITIONS

Through the Widening Horizon's programs the State Library provides a centralized acquisitions service for any tax-supported library. Since that allows us to order in large quantities, we can often secure, and pass along, larger discounts than individual libraries can obtain on their own.

Widening Horizons is the State Library's trust-in-agency program. It allows tax-supported libraries to place funds on account and carry them over from one fiscal year to the next.

GOVERNMENT PUBLICATIONS

The Government Publications division serves as a regional depository for all federal publications and also as the state documents depository. All materials, of course, are available on interlibrary loan.

PUBLIC INFORMATION OFFICE

This office publishes two periodicals: (1) The Outrider, which is the State Library's newsletter published ten times annually; and The Round-Up, the professional journal of the Wyoming Library Association, issued three times a year.

The Public Information Office also publishes other documents originating at the State Library, such as Library Laws, The Trustees' Handbook, and Wyoming Public Library Standards.

LIBRARY DEVELOPMENT OFFICE

The Library Development Office is the consultative services arm of the State Library. It is through this office that the combined expertise of the State Library's staff becomes available to assist the librarians of the state. I function as a resource person, a librarian's librarian if you

will, but in the process I draw upon the knowledge and experience of all my colleagues within the agency.

In an undertaking such as planning for off-campus library services for University of Wyoming extension courses, the Wyoming State Library can function in several roles:

1) We can help with planning. Our broad knowledge of the state of library services in Wyoming allows us to operate both as a sounding board and as a brainstormer in your planning process.

2) The resources I described earlier, both services and personnel, are available to the libraries of the state as you begin to implement a plan of action.

3) To a limited extent we can function as a back-up, providing some materials related to courses.

4) We can serve as an interlibrary loan clearinghouse for periodical, journal, and government publications requests.

5) Finally, we can provide encouragement for whatever action plan you develop. Urging especially the smaller public libraries to cooperate, and helping them to see how they can cooperate, may be one of the more significant services we can perform to promote your goals.

In a state such as ours, where our clientele is so widely distributed, we need to be committed to cooperative library service. The State Library certainly endorses the concept of cooperation in serving the library needs of off-campus students. We stand willing to respond in any way we can to help implement whatever action plan results from this conference.

COLLECTIONS DEVELOPMENT

Paul Cors

In this paper I wish to explore briefly three basic assumptions: first, that the primary function of the University of Wyoming Libraries' collections is to support the teaching and research programs of the University; second, that, de facto, the Libraries' collections are a statewide as well as an institutional resource; and, finally, that resource sharing can operate in both directions, so that all publicly funded library collections may be considered to be part of a statewide resource.

The Collections Policy Statement of the Library, approved in December 1973, clearly defines the function of the collections and identifies six major categories of materials to be acquired. To quote:

"Part A - General Principles

The Library does not exist to serve itself, but to support the total program of the University. Therefore, the development of the Library collection should parallel the development of the University itself. Library materials will be acquired in accordance with the following priorities, ranked in descending order of importance:

1. Materials to support the current teaching program of the University, both undergraduate and graduate.

2. Materials to support the research programs of the University, and to assist administrative and service personnel in the effective performance of their duties.

3. General reference works, and works dealing with topics of current concern to members of the campus community (including materials of primarily recreational value, as funds allow).

4. Materials to support cooperative programs with other libraries or academic institutions.

5. Materials to form a foundation collection in support of anticipated future programs of the University.

6. Works in such fields not currently directly related to University programs which are of such importance that they belong in any respectable scholarly library."

The actual selection of materials to meet these goals is basically a three-fold process including teaching faculty, librarians, and automatic selection. Traditionally the faculty have played the largest role, but at the present time the balance is being shifted in favor of the librarians and automatic selection. This shift is partly a matter of philosophy and partly a pragmatic response to the doubling of the materials budget in the current biennium.

At this time, a significant, if declining, proportion of the materials budget continues to be allocated to the academic departments and to certain independent research units. Within the general guidelines just quoted, the faculty in these departments may use these allocations as they see fit. Questions would probably be asked if a department were to submit many orders for works in disciplines other than its own, but in practice this has rarely occurred. Faculty in general take this responsibility seriously --it is quite common for a department head to review all orders before they are submitted to the Library--and it has not worked badly. However, the increase in the budget at the same time that faculty are being subjected to growing demands to engage in research and publication makes it less and less possible to rely on faculty selection alone to build a first-rate collection.

Therefore, there is a program now underway to identify and utilize the subject skills of library staff--primarily librarians, but also some technicians--in collection building. A majority of the persons who will participate come from the reference area, but other library departments are also involved. Final approval of the job descriptions and subject assignments of the library staff involved in collection building is not quite a fait accompli at this writing, but the program should be fully underway

within the next two or three weeks. Since the University of Wyoming cannot now, nor at any point in the near future, afford the luxury of full-time subject bibliographers, utilizing existing personnel on a part-time basis seems the most effective way to proceed.

Finally, there is automatic selection. Among the largest groups of materials in this category are the 7,600 ongoing periodical subscriptions and 2,400 serial standing orders currently being received. While in theory each of these ought to be reveiwed regularly, in practice renewal is automatic and will probably continue to be so unless budget reductions should compel the Library to cut subscriptions and standing orders. At the present time these 10,000 titles account for less than half of the materials budget, so there is no great pressure to reduce their number. Another major type of automatic selection is the approval plan, which has this year been expanded from a limited, publisher-based plan to a comprehensive subject-based plan. This brings most current scholarly monographs from U.S. and Canadian (and in some subjects, British) publishers to the Library automatically shortly after publication. It is literally an approval plan, in that the Library may reject any title shipped, but in practice the rejection rate is not high. The question of whether the Library is failing to receive substantial numbers of works which it ought to be acquiring cannot be answered yet, but when the plan has been in effect for a full year some testing will be done to answer this question. Finally, although the University Library is not Wyoming's regional depository for publications of the U.S. government--the State Library has this responsibility--it does receive over 90 percent of current federal depository titles at the present time.

The University Library is also one of the two statutorily designated depositories for Wyoming state publications (the State Library is the other). Unfortunately, the statute provides neither enforcement procedures nor funding to implement this responsibility, and there have always been problems in acquiring state publications. While it is extremely rare for a state agency to refuse to make its publications available, it is also rare for a state agency to regard this responsibility as a high priority, and the collections at the University Library are less complete than the Legislature obviously intended them to be. The University Library does not attempt to collect the publications of Wyoming county and local government comprehensively. This would seem logically to be a function of the county libraries, though it is doubtful that many of them are performing it.

Statewide Role

It has probably been implicit since the University Library's establishment that its holdings constitute a resource which the entire state can utilize, though there is apparently no clear articulation of this concept either legislatively or administratively. There is also no indication that the Library has ever formally committed any portion of its materials budget to the purchase of materials for the use of persons not connected with the University. Nevertheless, from very early in its history the University Library has held the largest and most inclusive library collection in the state, and has been willing to lend materials from this collection to Wyoming citizens who needed them.

In general it can be said that almost everything in the collection will be made available to other libraries via interlibrary loan except the three R's: Reference, Reserve and Rare Books. (A fourth R has recently been

added: Rental. The Library does maintain a small rental collection of current popular books exclusively for the recreational reading of campus patrons, but this is a very minor part of the collection.) Books in the Reference section are there because of anticipated heavy use and do not normally circulate on campus, much less off; books on Reserve for a course must be kept available for the students taking that course; and while the Library is not building a rare book collection for its own sake, some items in the collection are simply too scarce to be readily replaceable and cannot be allowed to circulate outside the buildings in which they are housed. Still, over 95% of the collection is available through interlibrary loan, and with 750,000 catalogued volumes, well over a million government documents, and 10,000 current subscriptions and standing orders, one is talking about a major resource.

Implementation of the statewide circulation system will make this resource more accessible, and can be expected to increase interlibrary loan demands on the University Libraries. It does not seem likely that the Library will choose to become more restrictive in filling interlibrary loan requests, at least those from within Wyoming. At the same time, it is not probable that there will be any portion of the Library's budget allocated for the acquisition of materials solely to meet interlibrary loan demands unrelated to the University's own programs. It can be predicted that while the volume of instate interlending will increase during the rest of the decade, the nature of that interlending will not change to any marked degree.

What should change, however, is the direction of the flow, which brings me to my third assumption. As the circulation system becomes fully implemented, and as more Wyoming libraries join national networks like OCLC, it

will be realized that the University Library collection is only one part of a distributed resource and that it may, more often than is now recognized, be possible to borrow needed titles from other Wyoming libraries closer at hand. It may also happen that the University Library will discover that it can find within the state, most often in the community college libraries, items which it now seeks from university libraries outside Wyoming. This should benefit the libraries' patrons and, at least some of the time, cut expenses also. It may also strengthen interinstitutional cooperation in other areas.

This raises several questions, which I would like to ask but will not attempt to answer. Is it time for the libraries of the University of Wyoming and the seven community colleges to begin planning some formal integration of collection building? Is it necessary, or desirable--or even possible--to decide that certain subject areas will be the primary responsibility of one library, with other libraries agreeing not to duplicate those collections? Can we both serve our own students and faculty better and make more effective use of our materials budgets through some formal compact for cooperative collection building? Perhaps the answer is no, but it appears to be time, at least, to ask.

BREAK-OUT SESSION RESULTS

NOTE: The breakout sessions and action planning phase of the Conference used a nominal group process to identify, define, and rank needs and issues. In the first step of the process, individuals in the breakout groups worked independently to identify extension service problems facing them. The groups were "nominal" in the sense that each individual worked initially in the presence of others but without verbal interactions. In the second step, the problems were shared aloud in a round-robin fashion and posted on large sheets of newsprint until all problems were identified. Next, each group clarified the items listed through general discussion, and then a vote was taken to determine which problems were most important. The group facilitators from the U.W. Libraries were Joanne Bessler (Group 1), Bill Stewart (Group 2), and Linda Keiter (Group 3)

The results of each nominal group were combined in the action planning session using the same technique to produce an overall problem concensus. Keith Cottam served as facilitator for the planning process.

Group 1

NEEDS/PROBLEMS	RANKING
1. Money for staff or the placement of staff (ILL, Reference, Circulation, etc).	#3
2. More information from instructors about course demands.	#4A
3. Cooperative acquisitions (explore feasibility).	#4A
4. Better statewide delivery service.	
5. Materials support (books, journals, etc).	#1
6. Orientation session for U.W. faculty and students.	
7. Publicity on U.W. extension resources, i.e., WATS Line, correspondence.	#4A
8. Need to lead in use of commuications technology.	
9. Continued communications between U.W. and host libraries.	#2
10. Help in establishing reserve collections in public libraries.	#5
11. Funding for space, stacks, and supplies.	#4A
12. Clearer instructions for reserves.	#4A
13. Review ILL protocols.	#6

Group 2

NEEDS/PROBLEMS	RANKING
1. Where is additional necessary staffing support to come from?	#1
2. Advance notice of programs to be offered.	#4
3. Resources for programs offered for courses not under your area.	#2
4. Systematic information on U.W. resources, policies, etc.	#3
5. Distribution of materials.	
6. Guidance to faculty and students in way of library support available.	
7. Where does the money come from?	
8. Need for Technical Services support; nursing program.	#5A
9. Frustration over providing inadequate service and resultant damage to reputation.	#5A
10. Lack of communication on what the University is placing in the collection.	
11. Support for solutions from outside library (U.W. Administration/"Old Main").	
12. Database searching, toll-free number, and OCLC terminals for ILL.	

Group 3

NEEDS/PROBLEMS	RANKING
1. Lack of communication among various groups (extension librarians, U.W. librarians, instructors, students, community college librarians).	#2A
2. Need for resource lists.	#3A
3. Should U.W. library materials be integrated with and become a permanent part of the local library collections?	#3A
4. Slow processing for book orders including catalog cards--U.W.-Casper	
5. Inability of community colleges to adequately serve U.W. students because of limited budgets, staffs, and resources.	#1A
6. Responsibility for lost material.	
7. Who pays for library materials selected by community college instructors in support of upper level extension classes?	
8. Irregular, unreliable courier service between U.W. and U.W.-Casper Library.	
9. A need for advanced notice of courses to be offered.	#6
10. Materials ready for check-out when received.	
11. Can the ILL process be speeded up for U.W. extension students?	
12. Too much paperwork required of extension site libraries for ILL requests.	
13. Will U.W. provide part-time staffing if number of students or paperwork justifies? (ILL - students)	#7
14. Attitude and level of commitment of U.W. towards the extension program.	#2A
15. Who has responsibility for putting community librarians in touch with instructors?	#6

NEEDS/PROBLEMS	RANKING
16. Clear definition of field representatives' responsibilities.	#8
17. Is the U.W. willing to pay for journal subscriptions for extension sites?	
18. Should any local money support the program?	#4
19. Can extension libraries' hours be publicized and extended?	
20. Could lists of holdings of extension libraries be developed and circulated?	
21. What do U.W. extended degree program administrators expect of local libraries?	#1A
22. What follow-through is expected as a result of this meeting?	#5

ACTION PLAN

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NEEDS/PROBLEMS	RANKING	ACTIONS	RESPONSIBILITY AND TIME FRAME
1. Inability of local libraries to adequately serve U.W. students because of limited: Budgets Staffing Resources	5 - 5 - 5 - 5 4 - 4 - 4 -4 - 4 3 - 3 46 points	Recommend: *"Block Grants" from School of Extended Studies to local libraries to meet needs. *Legislative appropriations to meet requirements of "mandates." "What costs are involved?" *ILL *supplies *staffing (hours) *stacks "How much does it cost to provide service to a patron?"	Johnson/Higby study, review, and analyze data on which to base actions, such as block grants, etc. (immediate and ongoing)
2. There is a need for continuing and consistent communication among various groups. (Includes #9, #10, #17, #19) (NOTE: This need attracted the greatest number of individual votes.)	5 - 5 - 5 - 5 - 5 4 3 - 3 - 3 2 - 2 - 2 1 45 points	*Issue a "newsletter" for extension/U.W. Libraries/local libraries/instructors/students *Follow-up this meeting--diversify the group Appoint "Task Force" on communications to consider: *Meet at W.L.A. *Other actions	Task Force: Anderson/Munson/Johnson/Lange/"CCPL" Rep./Miller (Report due to "Conference" March 1, 1984)
3. There is a need for increased materials support, (books, periodicals, AV) including duplicate U. W. material for placement in local libraries.	5 - 5 4 - 4 - 4 - 4 - 4 3 - 3 36 points	Review/Analyze needs--match with collection adequacy. (See also #10) Explore flexibility in using budgets to "buy" information rather than books.	Cottam (U.W./U.W. Libraries policy issue--immediate) Johnson/Cors (ongoing)

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NEEDS/PROBLEMS	RANKING	ACTIONS	RESPONSIBILITY AND TIME FRAME
4. There is a need for systematic information on U.W. resources, policies, procedures, etc. (WATS line, correspondence library)	4 3 2 - 2 1 - 1 13 points	Disseminate information: *Policies *Directors (Who's Who) *Collection Policies	Johnson (ongoing)
5. What is the U.W. level of commitment and attitude toward the extension program?	2 - 2 - 2 - 2 1 - 1 10 points	Inquire about a statement on official and unofficial position.	Cottam (immediate)
6. What do U.W. extended degree program administrators expect of local libraries?	3 - 3 1 7 points	Inquire to Extended Studies on "How do you plan to help the local libraries to meet expectations?"	Cottam (immediate)
7. Should U.W. library materials be integrated with and become a permanent part of the local library collections?	4 3 6 points	Inquire to U.W. authorities on basis of letters from community college librarians requesting policy clarification.	Cook/Donovan coordinate letters (immediate) Cottam (immediate upon receipt of letters)
8. What follow-through is expected as a result of this meeting?	5 1 6 points	Proceedings Follow-through on "Actions."	Johnson/Extended Studies (ongoing)
9. There is frustration over damage to local library reputations when lack of resources result in inadequate service.	3 1 - 1 - 1 6 points	See actions in #2 and #4 for possible solutions.	

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NEEDS/PROBLEMS	RANKING	ACTIONS	RESPONSIBILITY AND TIME FRAME
10. More information is required from instructors about course demands. (See also #2)	5 5 points	"Orientation" for instructors. *Reinforce and improve current actions. *BE INNOVATIVE	Johnson/Extended Studies Office (ongoing)
11. There is a need for U.W. resource lists on books and other materials.	2 1 3 points	Encourage availability: *"Serials List" (U.W.) *GEAC COM catalog *Wyo Union List of Serials *Local list/collection guides	Johnson (ongoing)
12. Explore feasibility of cooperative acquisitions.	3 3 points	Explore	Cors (ongoing)
13. Review ILL protocols and copyright.	2 1 3 points	Review: *copyright issues *ILL protocols.	Stewart/Users Council (on Protocols) (6 months) Cottam copyright (6 months)
14. Improve document delivery.	2 1 3 points	Investigate and review current and future options--effectiveness and efficiency. Can we make improvements?	Johnson (ongoing)
15. There is a need for technical services support (direct support for "shelf-ready" materials).	2 2 points	What do individual libraries need? What are your ideas and suggestions?	Johnson send questionnaire to libraries (immediate) Stewart: Review/Analyze/Recommend on basis of questionnaire results and U.W. policies, systems, and procedures. (March 1)

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NEEDS/PROBLEMS	RANKING	ACTIONS	RESPONSIBILITY AND TIME FRAME
16. Resources for some programs are not offered or available on some community college campuses.		Incorporate with #1, #3, #7, #10.	
17. Provide clearer instructions to students and libraries on reserve restrictions.		See #2 and #10.	
18. Should any local money support extension programs?		Incorporate with #1.	
19. Provide help in establishing reserve collections in local public libraries (processing, housing) (See also #17)		See #15.	
20. Define role of U.W. extension field representatives.		Inquire to Extended Studies: "What is their role?"	Cottam (immediate)
21. Coordinate U.W. library resources, e.g., Laramie campus, Family Practice Centers, Casper programs library, field offices.		See #11 plus local cooperative action.	Beesler/Johnson to encourage (ongoing)

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ARTICULATION CONFERENCE

Participants

Lynnette Anderson, Director
Goodstein Foundation Library
125 College Drive
Casper, WY 82601

Joanne Bessler
Associate Director for Public Services
University of Wyoming Libraries
Laramie, WY 82071

Dorothy Brown, Library Director
Eastern Wyoming Community College
3200 WC
Torrington, WY 82240

John Christopher
Dean of Extended Studies and Public Services
University of Wyoming
Laramie, WY 82071

Lucy Cook
Reference Librarian
Campbell County Public Library
2102 4-J Road
Gillette, WY 82716

Paul Cors, Head
Collections Development
University of Wyoming Libraries
Laramie, WY 82071

Keith Cottam
Director of Libraries
University of Wyoming Libraries
Laramie, WY 82071

Sandra Donovan
Library Director
L ramie County Community College
1400 E. College Drive
Cheyenne, WY 82001

Thomas Duncan
Research Associate
Instructional Telecommunication Services
University of Wyoming
Laramie, WY 82071

Judy Garber
Sheridan College Library
Sheridan, WY 82801

Helen Higby
Library Development Officer
Wyoming State Library
Supreme Court and Library Building
Cheyenne, WY 82002

Jean Johnson
Head of Extension and Special Services
University of Wyoming Libraries
Laramie, WY 82071

Bob Kalabus
Technical Services Librarian
Western Wyoming Community College
Rock Springs, WY 82901

Linda Keiter
Assistant Director for Science Library Services
University of Wyoming Libraries
Laramie, WY 82071

Naomi Lange
Medical Librarian
U.W. Family Practice Center
1522 East A Street
Casper, WY 82602

Keith Miller
Coordinator, U.W.-Casper Academic Programs
1500 E. 12th Street
Casper, WY 82601

Kate Munson
U.W.-Casper Librarian
Natrona County Public Library
307 1/2 East 2nd Street
Casper, WY 82601

John Roland, Director
John Taggert Hinckley Library
Northwest Community College
Powell, WY 82435

Frank Schepis, Director
Natrona County Public Library
307 E 2nd Street
Casper, WY 82601

Alan Skillman
Dean of Faculty
Casper College
125 College Drive
Casper, WY 82601

Bill Stewart
Associate Director for Technical
Services
University of Wyoming Libraries
Laramie, WY 82071

ARTICULATION CONFERENCE

Other Interested Persons

Jon Cobes, Director
Central Wyoming Community College
Library
Riverton, WY 82501

Kenneth Griffin
Director of Extension Programs
University of Wyoming
Laramie, WY 82071

Debbie Iverson, Director
Sheridan College Library
Sheridan, WY 82801

David Kathka
Dean of Academic Affairs
Western Wyoming Community College
Rock Springs, WY 82901

Sandy Keller, Director
Converse County Public Library
Box 570
Douglas, WY 82633

Paul Kipper
Coordinator of Credit Extension
Classes
University of Wyoming
Laramie, WY 82071

Robert Schliske
Dean of Instruction
Laramie County Community College
Cheyenne, WY 82001

Joyce Scott
Associate Vice-President for
Academic Affairs
University of Wyoming
Laramie, WY 82071

Bess Sheller, Director
Carbon County Public Library
Carbon Building
Rawlins, WY 82301

Dan Siebersman, Director
Campbell County Public Library
2102 4-J Road
Gillette, WY 82716

Peter Simpson
Dean of Instruction
Sheridan College
Sheridan, WY 82801

Guido Smith
Dean of Instruction
Eastern Wyoming Community College
Torrington, WY 82240

Donna Snyder, Director
Western Wyoming Community College
Library
P.O. Box 428
Rock Springs, WY 82901

Bill Van Arsdale
Head of Reference and ILL
University of Wyoming Libraries
Laramie, WY 82071

Richard Weeks
Dean of Instruction
Northwest Community College
Powell, WY 82435

Vince Zocco
Dean of the College
Central Wyoming Community College
Riverton, WY 82501

Articulation Conference
Speakers

Paul Cors

Head of Collections Development for the U.W. Libraries. Paul has a B.A. from Ripon College 1953 and an M.L.S. from Rutgers University 1959. Before coming to Wyoming, he held the positions of Reference Assistant in the Extension Division of the Wisconsin Free Library Commission, Cataloging Assistant in the Rutgers University Library, and Head of the Catalog Department at the New Mexico State University Library. He worked for five years at the Wyoming State Library as Head of the Catalog Department, and since 1969 has been with the University of Wyoming Libraries; first as Head of Acquisitions, and now as Head of Collections Development. Paul is the author of one book and several library articles and reviews.

Sandra J. Donovan

Library Director in the Laramie County Community College. Sandra has a B.S. from the University of Maine 1961 and an M.L.S. from the University of Wisconsin 1970. She was branch librarian in the East Chicago Public Library for two years and instructor at Laramie County Community College for five years. Since 1978 Sandra has been the Library Director at LCCC.

Thomas Duncan

Research Associate in U.W. Instructional Telecommunication Services. Tom has an A.A. from Casper 1960, a B.A. from the University of New Mexico 1964, an M.A. (Speech) from the University of New Mexico 1968, and a Ph.D. (Telecommunications) from the University of Oregon 1982. For twenty-two years he worked in commercial and public radio and television. From 1978 to 1983 he was the head of the communications area of a graduate teaching and research center which is a consortium of Mexico's 49 polytechnical colleges. Tom has published several books and journal articles.

Helen Higby

Library Development Officer in the Wyoming State Library. Helen has a B.S. from Barnard College and an M.L.S. from the University of Denver 1980. She joined the staff of the Fremont County Library in 1972 and was Lander Librarian for seven years until she became Library Development Officer in the Wyoming State Library in February.

Jean S. Johnson

Head of Extension and Special Services in the U.W. Libraries. Jean has a B.S. from the University of California, Davis 1955, an M.S. (Home Economics) from the University of Nevada, Reno 1968, and an M.L.S. from the University of Oregon 1971. She was an Extension Home Economist for nine years before becoming interested in librarianship. She was a library assistant in the University of Nevada, Reno Libraries for three years. She has held various positions in the University of Wyoming Libraries since her arrival in 1971, including Cataloger, Head of Reference, Coordinator of Public Services, Associate Director for Administrative Services, and most recently Head of Extension and Special Services.